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ABSTRACT

Many children today are entering classrooms without the ability to interact effectively with others; this is often the result of inexperience with social settings. Without proper guidance, these children may become aggressive and disruptive, and are at risk for low self- esteem, poor mental health, dropping out of school, low achievement, poor employment history, and many other difficulties. This action research project implemented and evaluated a program to teach social skills to improve the capacity of primary age students to cooperatively work, learn, and play both inside and outside a school setting. Participants were students in two kindergarten classrooms, one second grade class and one third grade class. The 12-week intervention consisted of teaching and reinforcing 4 targeted social skills--forming groups quietly, listening to the speaker, using low voices, and thinking for oneself. Researchers introduced each lesson by modeling the pro- social behavior followed by an interactive activity in which students practiced the skill. During the final 6 weeks, researchers observed, and reviewed the desired social skills as necessary. Findings of the post-observation checklist indicated an improvement in all four social skill areas. The most considerable difference was observed in students' ability to form groups quietly. It was anticipated that as a result of these interventions, students would gain a sense of belonging and self-worth. (Eight appendices include teacher survey form and findings, observation checklists, and outlines of the four social skills lessons.) (HTH)

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LEAPING INTO SOCIAL SKILL SUCCESS

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An Action Research Project Submitted to the Graduate Faculty of the School of Education in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Teaching and Leadership

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ABSTRACT

Many children today enter classrooms without sufficient ability to interact effectively with others. Children will continue to act out social frustrations when their needs for love, belonging, caring, and sharing are not met. The purpose of this study was to determine if teaching social skills would improve the capacity of primary age students to cooperatively work, learn and play both inside and outside a school setting.

This research project implemented selected social skill interventions based upon current research. The social skill interventions included a teacher survey, pre-observations, social skill lessons, and post-observations. The project was designed to determine to what extent students acquire a better sense of collaboration and social competence within the classroom. As a result of this study, the authors anticipated that students would gain a sense of belonging and self-worth.

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CHAPTER ONE

INTRODUCTION AND CONTEXT

All our lives, we search for ways to satisfy our needs for love, belonging, caring, sharing, and cooperation. If a student feels no sense of belonging in school, no sense of being involved in caring and concern, that child will pay little attention to academic subjects.

-William Glasser (as cited by Burke A,1995, p. 1)

Problem Statement

Children often lack the appropriate social skills needed to successfully interact in a social environment. Students may not possess the basic socialization skills needed to cooperatively work, learn, and play inside and outside of the classroom. It is common in primary classrooms for students to be expected to engage in cooperative learning activities. This is almost impossible if students are ignorant of the many essential skills needed to be a contributing member of a successfully functioning group. Without proper instruction, some students may exhibit negative characteristics, e.g., disrespectfulness, irresponsibility, anxiety, selfishness, non-caring, and controlling. Many primary grade children have not yet acquired skills which contribute to a harmonious and productive classroom.

The purpose of this study was to determine if teaching social skills will improve students' capacity to cooperatively work, learn, and play in a school setting, since children often lack skills detrimental to successful functioning in a social environment. The study intended to heighten students' sense of collaboration and social competence in the classroom.

Regional and National Context

Many children today are entering classrooms without the ability to interact effectively with others. Often this is a result of inexperience in social settings. Without proper guidance, these children may become aggressive and disruptive. Children will continue to act out social frustrations when their needs for love, belonging, caring, and sharing are not met. "During the last two decades a convincing body of evidence has accumulated to indicate that unless children achieve minimal social competence by about the age of six years, they have a high probability of being at risk throughout life" (Katz and McClellan, 1992, p. 9). These children are at risk for low self-esteem, poor mental health, dropping out of school, low achievement, poor employment history, and many other difficulties.

Other factors that compound this problematic situation are the portrayal of violence by the media, a curriculum which focuses primarily upon academic skills, lack of parental support, socioeconomic issues, mainstreaming, and insufficient teacher training. As stated by Alfie Kohn, "It is sometimes said that moral concerns and social skills ought to be taught at home. I know of no one in the field of education or child development who disagrees. The school may need to provide what some children will not otherwise get" (Kohn, 1992, p. 40). Overall, students who lack appropriate social skills are frequently isolated and alienated, tending to be disadvantaged in school and careers.

Over the years it has become evident that children are increasingly in need of social skills in the home, school, and community. Students live in a world of Internet access, an emphasis on standardized tests, drug abuse, increasing violence, physical and

mental abuse, deconstructing of the family, and financial strains. It is imperative for students to acquire a sense of belonging, a sense of control, and a sense of routine in their school lives to compensate for the lack of procedures at home. "Besides providing the structure at school that is severely lacking in many homes, educators can eliminate the coercion that feeds rebellion, and work instead to foster pro-social behaviors at school that are severely lacking or nonexistent in the family and the community" (Burke, 1995, p. 98).

Description of District Settings

District A:

This district is located in a suburb in the Midwest. The district is composed of ten schools. It consists of five primary schools, three middle schools, and three junior high schools.

District B:

This district is located in a suburb in the Midwest. The district is composed of two schools. It consists of one elementary school and one junior high school.

District C:

This district is located in a suburb in the Midwest. The district is composed of three schools. It consists of two elementary schools and one junior high school.

Figures 1 and 2 compare the three school districts in further detail on p.4.

	Population	Low Income	Class Size	Attendance
District A	5,520	5.0%	24.8	95.9%
District B	2,055	4.2%	26.2	95.8%
District C	2,189	5.6%	22.0	96.3%

Figure 1: District Statistics

	White	Black	Hispanic	Asian/ P. Islander	Native American
District A	91.9%	1.9%	2.5%	3.6%	0.1%
District B	96.4%	0.8%	1.5%	1.2%	0.1%
District C	79.7%	15.9%	2.8%	1.6%	0.0%

Figure 2: District Racial/Ethnic Background

District A has more than double the populations of Districts B and C. District C has a significantly higher black population.

Description of School Settings

School A:

This school is a primary education building. The grades in this school are kindergarten, first, second, and third.

School B:

This school is an elementary education building. The grades in this school are kindergarten, first, second, third, fourth, and fifth.

School C:

This school is an elementary education building. The grades in this school are kindergarten, first, second, third, fourth, and fifth.

Figures 3 and 4, p. 6 compare the three schools in further detail.

	Population	Low Income	Class Size	Attendance
School A	591	3.4%	26.8	96.1%
School B	1400	4.0%	26.2	96.0%
School C	766	3.9%	23.0	96.5%

Figure 3: School Statistics

	White	Black	Hispanic	Asian/P. Islander	Native American
School A	91.7%	1.4%	3.2%	3.7%	0.0%
School B	96.6%	1.1%	2.1%	1.1%	0.3%
School C	87.6%	8.7%	3.0%	0.7%	0.0%

Figure 4: School Racial/Ethnic Background

School B is considerably larger than School A and School C. School C has a larger black population than the other two schools.

In summary, the researchers decided to implement a social skill intervention plan in efforts to improve social behaviors within the classroom. The goal of the study was to greatly improve the students' ability to work cooperatively in a school setting.

CHAPTER TWO

CAUSES OF THE PROBLEM

Experts agree that social skills need to be addressed in the classroom. "The primary grades provide the best opportunity for students to develop the foundation of skills, but the emphasis on skills must be continued in the middle grades and high school because that is where peer pressure is the strongest" (Burke B, 1992, p. 41). By stressing social skills in the primary grades, teachers provide a strong framework that continues to build through their school experience. "For the youngest students, it is not simply enough to describe skills or assign roles; young students need to see the skills modeled, be reminded of the skills, and held accountable for the use of the skills" (Curran, 1994, p. VI). There needs to be a continued emphasis on pro-social skills so students support and encourage each other, respect others, and work together effectively. Integrating social skills in the curriculum should not only lead to better academic success, but positive self-esteem and caring relationships as well.

Problem Context

The importance of social skills in schools is evident in the districts represented in this study. Students enter school buildings at all levels with insufficient exposure to the appropriate skills needed to interact with others. In response, Districts A, B, and C have each developed specific programs to promote an awareness of various pro-social behaviors in the school environments. It is the intent of these districts to create a more caring community with hopes of fostering respectable and responsible citizens. School personnel in the selected communities realize there is a need to instill basic socialization tools in their students.

District A has implemented two curricular programs that target social behaviors. The first program focuses on conflict-resolution. It utilizes a strategy called "Talk It Out," in which students learn how to compromise and resolve issues independently. Teachers are encouraged to incorporate lessons about conflict management. District A has also integrated a friendship program. This program was created for students who experience difficulties forming social relationships. Although District A has adopted these two programs, students are still not exhibiting an acceptable level of social development.

District B has recently launched a "Shining Star" program to promote self-esteem in students. On a monthly basis, teachers provide lessons that give students the opportunity to reflect upon their personal strengths and share them with their peers. Throughout the school year, District B recognizes teachers and students who exemplify random acts of kindness. These individuals are honored for their good deeds. However, teachers continue to notice a deficiency in students' ability to interact effectively with one another.

District C has developed an all-encompassing program called "Project Respect." The goal of "Project Respect" is to encourage students to respect themselves and others. Each month the district focuses on a different theme with a key message (e.g., school pride, conflict resolution, good manners, Earth appreciation, and cultural diversity). Though the intent is positive, it is apparent that further attention is required to help students function socially.

These districts acknowledge the problem of poor social interaction among students. Although these districts have taken some measures to remedy students' lack of

social skills, much more time needs to be devoted to introducing, practicing, reinforcing, and re-teaching them. Unfortunately, the majority of class time currently focuses upon curriculum and little time is devoted to teaching social skills. It is vitally important to target specific pro-social behaviors for appropriate instruction and assessment to occur. Social skills deficits or problems can be viewed as errors in learning; therefore, the appropriate skills need to be taught directly and actively.

Problem Evidence

As a result of these findings, the authors concluded that it was necessary to further investigate the importance of social skills. A survey was administered at the beginning of the 1999-2000 school year to ascertain the most frequently occurring social deficiencies in the classroom. The survey was directed towards classroom teachers in Schools A, B, and C. Primary teachers were asked to rank a variety of social skills where students, in their opinion, need the most improvement. These skills were basic interaction, communication, team building, and conflict resolution.

Eighty-one primary teachers completed surveys from schools A, B, and C. The researchers from School A distributed 27 surveys, and all surveys were completed and returned. The researcher from School B distributed 30 surveys, 27 were completed and returned. The researcher from School C distributed 34 surveys, with 27 completed and returned. The surveys addressed three categories of social skills: basic interaction, communication, and conflict resolution. Respondents ranked the specific social skills under each category in order of importance (see Appendix B). The researchers reviewed, calculated, and compiled the data from the teacher surveys.

Figures 5, 6, and 7 compare the total results of the teacher surveys from the three schools.

Social Skill	School A	School B	School C	Total
Form groups quietly	79	49	58	186
Make eye contact	79	93	92	264
Use each other's names	94	97	99	290
Share materials	73	98	90	261
Follow role assignments	80	62	61	203

Figure 5: Basic Interaction Skill Results

It is evident that forming groups quietly and following role assignments ranked significantly lower than the other social skills, i.e., teachers were of the opinion that students needed to improve in these specific areas.

Social Skill	School A	School B	School C	Total
Use low voices	75	56	66	197
Take turns	73	81	79	233
Listen to the speaker	45	43	57	145
Encourage each other	79	86	68	233

Figure 6: Communication Skill Results

It is evident that listening to the speaker and using low voices ranked significantly lower than the other social skills, i.e., teachers were of the opinion that these student behaviors were in need of improvement.

Social Skill	School A	School B	School C	Total
Disagree with the idea not the person	82	108	85	275
Respect the opinion of others	71	71	77	219
Think for yourself	71	72	61	204
Explore different points of view	119	82	80	281
Negotiate and/or compromise	100	80	81	261
Reach a consensus	141	127	117	385

*Low number indicates most frequently occurring social skill

Figure 7: Conflict Resolution Skill Results

It is evident that thinking for yourself and respecting the opinion of others ranked significantly lower than the other social skills, i.e., teachers were of the opinion that these skill areas were also in need of improvement.

As a result of the teacher surveys, the researchers directed their attention towards the social skills that were ranked most necessary. The two predominant social skills from each category were chosen for the observation checklist. The greatest problem areas were following role assignments, forming groups quietly, listening to the speaker, using low voices, thinking for yourself, and respecting the opinion of others. Figure 8 (p. 13), portrays those skills which, in the opinion of the teachers surveyed, were most problematic and least likely to be manifested consistently. It is these skills, then, that were considered for intervention and, hopefully, improvement.

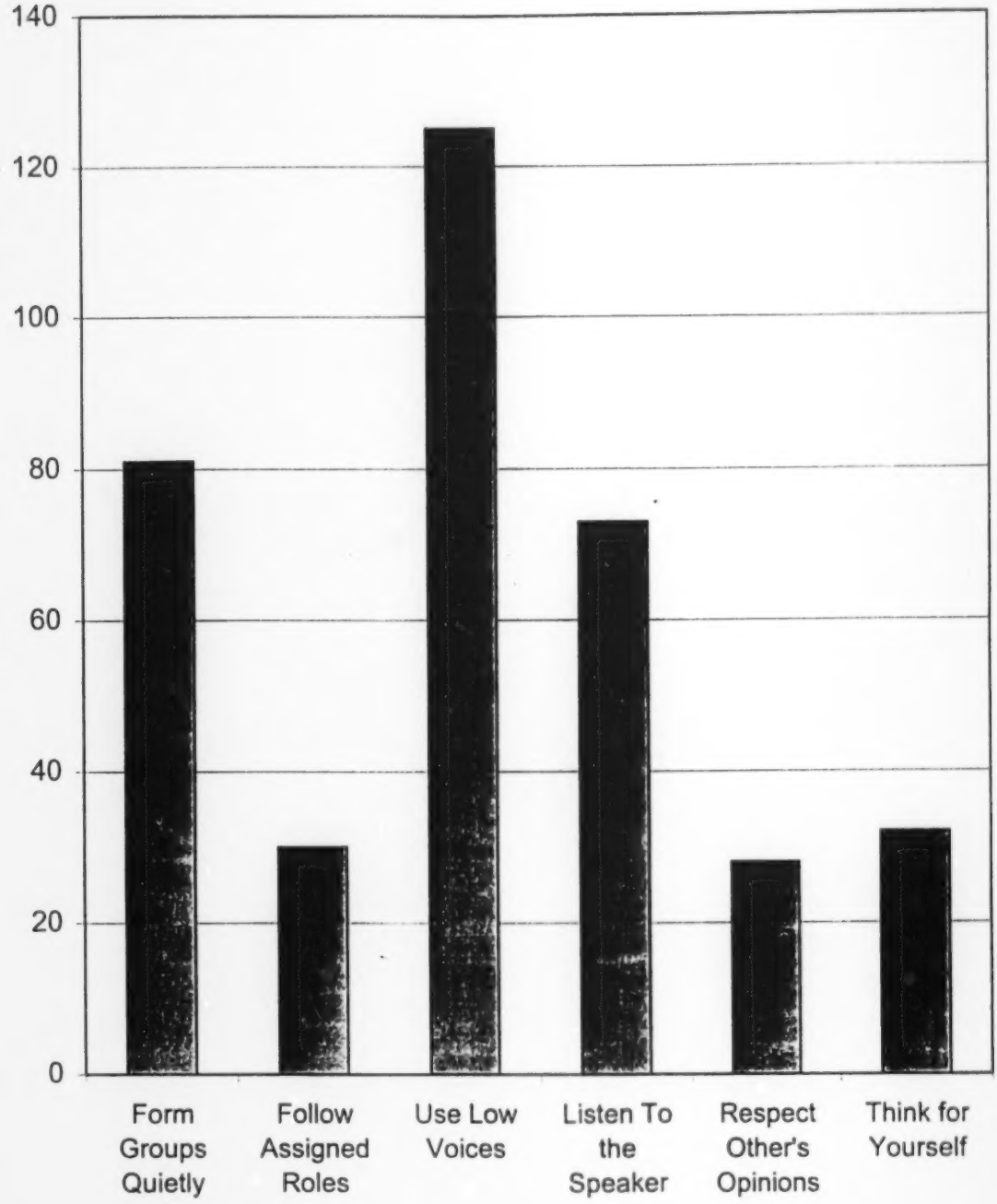

Figure 8: Teacher Survey: Ranking of Problematic Social Skills

CHAPTER THREE

METHODOLOGY

Target Population

In School A, Teacher One's kindergarten class population was randomly selected in regards to ethnicity and gender. It is composed of twenty-five students consisting of fourteen boys and ten girls in a homogenous setting. Teacher Two's class population, also in School A, was made up of twenty-five kindergarten students, three of whom were ESL and one of whom was retained. It is composed of fifteen boys and ten girls. In School B, Teacher Three's second grade classroom population was chosen at the discretion of teacher and administrators. It is composed of twenty- six students, of whom thirteen were boys and thirteen were girls. It was a heterogeneous setting including three students with special needs. In School C, Teacher Four's third grade class population was selected by the school administration. It was composed of nine boys and thirteen girls in a heterogeneous setting. Four students are academically talented.

Targeting Student Social Skill Behavior

In response to widespread district concern among administrators and teachers, the researchers proceeded to implement a social intervention plan. Teacher surveys suggested that failure to form groups quietly, follow role assignments, listen to the speaker, use low voices, think for yourself, and respect the opinion of others were the most problematic. An observation checklist was developed based upon these six social skills. The researchers began observing their students, collecting base-line data on the six social skills identified by teacher surveys. Students were observed for three weeks on the six targeted skills. The observations were conducted to ascertain which of the six social skills the students either lacked or displayed most consistently.

Following the observation period, the original six social skills were reduced to four based upon frequency of occurrence. In addition, time constraints dictated that four could be addressed more intensely than could a wider range of six. The four social skills selected for the intervention plan were: a) Forming groups quietly; b) Listening to the speaker; c) Using low voices; and, d) Thinking for yourself.

Action Plan

The preliminary intervention plan began the first week of October. The timetable and sequence were as follows:

Week One:	Teach first targeted social skill
Week Two:	Teach second targeted social skill
Week Three:	Teach third targeted social skill
Week Four:	Teach fourth targeted social skill
Week Five:	Reinforce the four social skills
Week Six:	Observe desired social skills
Week Seven:	Observe desired social skills Re-teach frequently will provide discussion possibilities
Week Eight:	Observe desired social skills Re-teach frequently will provide discussion possibilities
Week Nine:	Observe desired social skills Re-teach frequently will provide discussion possibilities
Week Ten:	Observe desired social skills Re-teach frequently will provide discussion possibilities
Week Eleven:	Observe desired social skills Re-teach frequently will provide discussion possibilities
Week Twelve:	Observe desired social skills if needed

Week Thirteen: Collect and analyze data

Procedures

The researchers spent the first four weeks teaching lessons on the targeted social skills, focusing on one skill per week. The researchers introduced each lesson by modeling the pro-social behavior followed by an interactive activity in which students practiced using the skill. After teaching the four social skills, the teachers reviewed the four skills during the fifth week of the intervention. During weeks six through twelve, the researchers observed desired social skills and reviewed as necessary. Throughout week thirteen, the researchers collected and analyzed their data.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF RESULTS

Historical Description of the Intervention

The purpose of this intervention was to determine if teaching social skills would improve the capacity of primary age students to cooperatively work, learn, and play both inside and outside of a school setting. The researchers developed a checklist of targeted social skills from teacher surveys. After the teacher surveys were reviewed, the researchers observed student behavior, focusing on the top six social skills in need of improvement. The researchers focused the intervention plan on four social skills with the highest frequency of negative occurrence.

The four social skills chosen for the intervention plan were: a) Forming groups quietly; b)Listening to the speaker; c) Using low voices; and, d) Thinking for yourself. The intervention plan included lesson plans directed toward teaching the four targeted social skills. The teachers helped students develop these skills for a period of five weeks. After the five week intervention, teachers observed student behavior through the use of a post-observation checklist which tracked the four targeted skills.

Results

The results of the post-observation checklist indicated an improvement in all four social skill areas. The most considerable difference was observed in students' ability to form groups quietly. The social skill area that showed the least change was student ability to think for yourself. Overall, the teachers' intervention plan improved student social skill behavior. Figures 8 and 9 display the results of both observation and post-observation checklists.

Social Skill	School A Teacher 1	School A Teacher 2	School B Teacher 3	School C Teacher 4	Total
Form Groups Quietly	16	24	26	27	81
Follow Assigned Rules	9	9	6	6	30
Use Low Voices	23	30	38	34	125
Listen to The Speaker	11	18	27	17	73
Respect Other's Opinions	2	11	6	9	28
Think for Yourself	4	14	8	7	32

Figure 8: Observation Checklist for Social Skills (October)

Note that the numbers represent student failure to demonstrate the desired behaviors. From this three week observation it is evident that students needed further instruction in the following social skill areas: using low voices, forming groups quietly, listening to the speaker, and thinking for yourself.

Social Skill	School A Teacher1	School A Teacher 2	School C Teacher 3	School D Teacher 4	Total
Form Groups Quietly	7	16	8	17	48
Use Low Voices	15	22	30	27	94
Listen to The Speaker	14	10	19	13	46
Think for Yourself	3	9	5	5	22

Figure 9: Post Observation Checklist for Social Skills (January)

Note that the numbers represent student failure to demonstrate the desired behaviors. From this post observation, all social skills observed showed a significant decrease in frequency, (compare to Figure 8, p.18), resulting in a positive effect on the targeted social skill behaviors within the classroom. Figure 10 (p. 20), clearly portrays the differences in student behaviors subsequent to the five week intervention. For all targeted social skills, students demonstrated an increased ability to manifest desired behaviors (fewer instances, disruptive or unproductive actions).

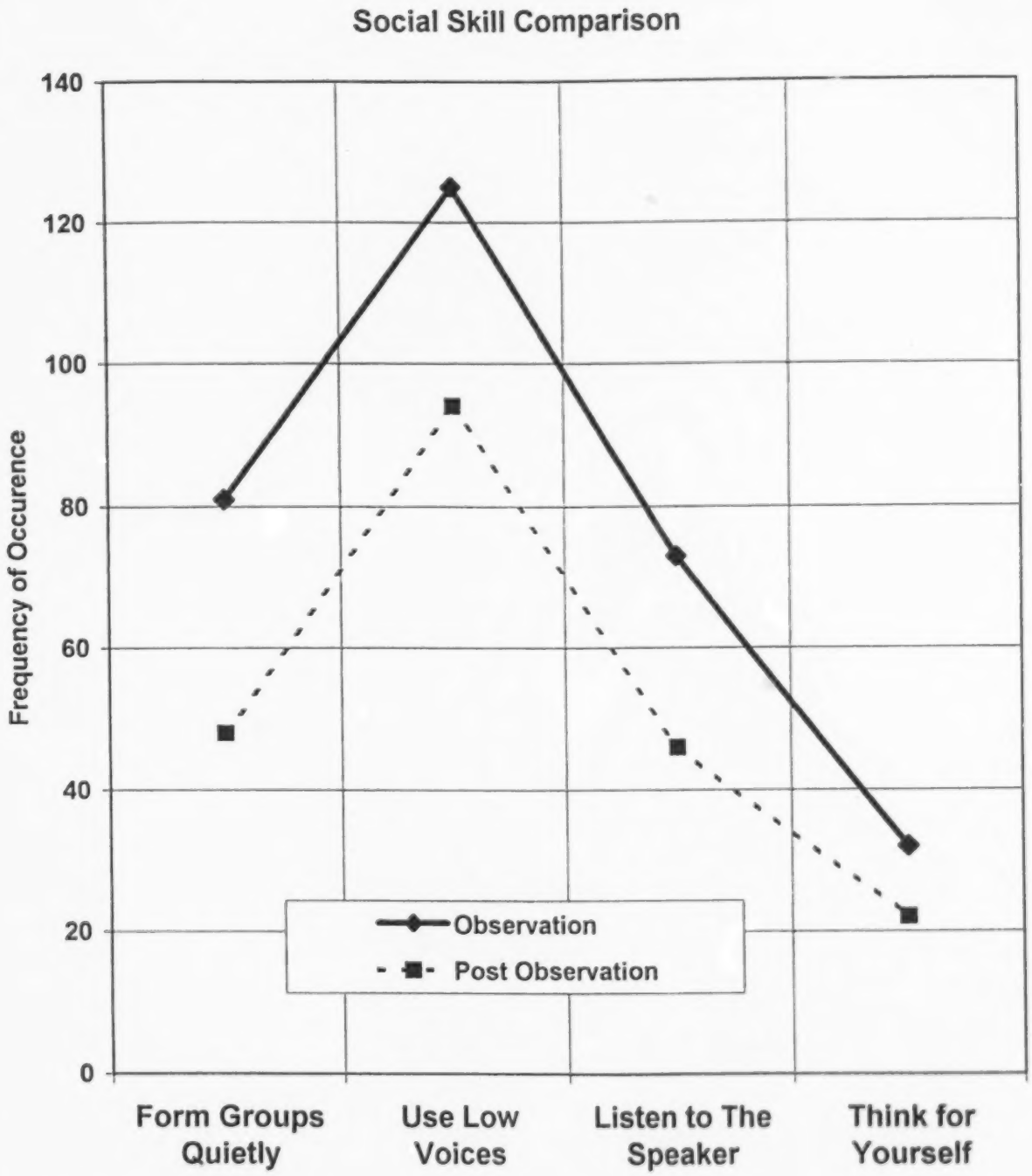

Figure 10: Social Skill Comparison

Discussion

As a result, the researchers found that their intervention plan made an impact on students' social behaviors. Each of the four social skills addressed in the classroom showed much improvement during the post-observation period. The greatest improvement observed was in the area of forming groups quietly, reducing to nearly half the number of disorganized occurrences in the post-observation period. Also, failures to use low voices also decreased significantly in the post-observation period. However, the researchers concluded students needed additional reinforcement in this area. Though listening to the speaker and thinking for yourself decreased slightly, they were not demonstrated as often during the observation period. Based on individual observations and classroom experiences, the researchers were able to construct their own insights.

Teacher 1, School A, observed that her class was able to consistently demonstrate listening to the speaker and thinking for themselves. These areas were not a detrimental factor in the formation of a successful environment in her primary kindergarten classroom. Both teacher and students worked on using low voices and forming groups quietly throughout the duration of the research. The teacher concluded that these social skills demonstrated much improvement, although they are still worthy of improvement and reinforcement.

Teacher 2, School A, observed that her kindergarten students demonstrated much improvement during the post-observation period in cooperative centers by demonstrating that they could consistently form groups quietly. Students acted independently and

needed few verbal cues to successfully complete the task. The teacher observed that her classroom of twenty-five students, primarily made up of boys, needed constant verbal reminders to use low voices during various classroom activities. Although much improvement was observed (see Figure 9), the teacher felt this was a social skill that will need constant reinforcement. The teacher also observed that many students, although young, were able to think for themselves in a wide range of lessons and activities. Prior to social skill intervention students had a tendency to reiterate the same opinions as their peers.

Teacher 3, School B, observed a definite improvement in the class' social behavior. Students were able to function more effectively during cooperative group lessons. At times, students needed verbal and visual reminders to use low voices while working. Teacher 3 will continue to reinforce targeted social skill behavior to maintain student progress.

Teacher 4, School C, experienced overall success with the intervention plan in the classroom. The teacher noted students with previous experience in cooperative grouping caught on much faster to the social skill lessons. One insight noted by the researcher was that students lacking social maturity needed more reinforcement following the social skill lessons. The teacher found that continual encouragement was needed for all students to maintain social skill success.

Recommendations

Based on careful observation, the researchers recommend that if this project is going to be implemented in another school setting, teachers should plan to do more than one

lesson for each targeted social skill. Several age-appropriate lessons created by the teacher would allow for greater success. The more students are exposed to these behaviors, the more likely they are to commit them to memory. Researchers suggest providing students with a rich environment full of constant reminders and visual cues. Students need a total social skill immersion for ultimate success.

Another recommendation for teachers is to reinforce the importance of social skills through the entire school year. For students to be successful, they need to master each social skill before moving onto another one. The teacher will need to review the targeted social skills regularly to sustain student growth. Though the intervention plan only lasted over the span of a few months, researchers strongly urge future implementers to continue the program throughout the school year.

Overall, it is evident that students did benefit from direct instruction, discussions, applications, and reflective lessons of the program. The researchers believe students need regular and frequent exposure to social skills as well as time to practice to guarantee transfer into their everyday lives.

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APPENDICES

Appendix A

Teacher Survey on Social Skills

Name_____ Grade_____

Read the list of social skills below and rank them from 1 to 5, 1 being the area that you think your students need to improve upon most.

Basic Interaction:

Form groups quietly _____

Make eye contact _____

Use each other's names _____

Share materials _____

Follow role assignments _____

Read the list of social skills below and rank them from 1 to 4, 1 being the area that you think your students need to improve upon most.

Communication:

Use low voices _____

Take turns _____

Listen to the speaker _____

Encourage each other _____

Appendix A, continued

Read the list of social skills below and rank them from 1 to 6, 1 being the area that you think your students need to improve upon most.

Conflict Resolution:

Disagree with the idea not the person _____

Respect the opinion of others _____

Think for yourself _____

Explore different points of view _____

Negotiate and/or compromise _____

Reach a consensus _____

Appendix B

Results of Teacher Survey on Social Skills

Basic Interaction:	
Form groups quietly	186
Make eye contact	264
Use each other's names	290
Share materials	261
Follow role assignments	203
Communication:	
Use low voices	197
Take turns	233
Listen to the speaker	145
Encourage each other	233
Conflict Resolution:	
Disagree with the idea not the person	275
Respect the opinion of others	219
Think for yourself	204
Explore different points of view	281
Negotiate and/or compromise	261
Reach a consensus	385

Appendix C

Pre-Observation Checklist for Social Skills

Targeted Social Skills	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Form Groups Quietly						
Follow Assigned Roles						
Use Low Voices						
Listen To the Speaker						
Respect Other's Opinions						
Think for Yourself						

Appendix D

Post Observation Checklist for Targeted Social Skills

Targeted Social Skills	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Form Groups Quietly						
Use Low Voices						
Listen To the Speaker						
Think for Yourself						

Appendix E

Lesson One

Using Low Voices

Grade: Primary

Subject: Socialization

Objectives: Students will learn to communicate with one another.
Students will use six-inch voices in the classroom.
Students will demonstrate active listening while others are speaking.

Procedure: The teacher will introduce the lesson by asking two students to role-play loud disruptive voices in the classroom. The teacher will ask the students what the problem was with the conversation. The teacher and the students will discuss the problems with using loud disruptive voices. The teacher and the students will discuss the reasons for using low voices. During the discussion, the teacher will explain and demonstrate that a low voice will be referred to as a six-inch voice. The teacher will explain that a six-inch voice means using a soft voice that should only travel about six inches. After the discussion, the class will conduct a T-Chart to list what using low voices "sounds like" and "looks like." After creating the T-Chart, the teacher will ask for two volunteers to role-play a conversation using six-inch voices. The teacher and the students will talk about the importance of using low voices in a classroom setting. The teacher will post the T-Chart in the classroom to remind everyone of the importance of using low voices.

After this introduction, the students will participate in a peer interview demonstrating six-inch voices. During this pair-share activity, the students will ask three questions about each other's interests. The teacher will be monitoring each pair's noise level, active listening skills, and cooperation.

The teacher will remind the students to refer to the T-Chart for all future class activities.

Evaluation: The teacher will make sure the students understand the definition and the reasoning for using six-inch voices.

The teacher will make sure the students participate in creating a T-Chart that lists what using low voices looks and sounds like.

The teacher will make sure the students communicate using low voices during the peer interview.

Appendix E, continued

The teacher will make sure the students demonstrate active listening during the peer interview.

Appendix F

Lesson Two

Forming Groups Quietly

Grade: Primary

Subject: Socialization

Objective: Students will learn to cooperate with one another
Students will demonstrate forming groups quietly within the classroom.

Procedure: The teacher will introduce the lesson by reading the story Miss Nelson is Missing by Harry Allard. The teacher and the students will discuss how the children acted inappropriately in the classroom. The students will talk about how the children in the book's behavior effected the rest of the story. The children will brainstorm specific inappropriate behaviors in forming groups and then discuss the effect it could have on others. After much discussion, the teacher will instruct the children on the important skills necessary for forming groups quietly. The students will reflect on these behaviors. The students will discuss the targeted behaviors to change. She will teach them the importance of respecting the other children in the classroom and their need for soft voices. With the help of three students, the teacher and students will model how to form quiet groups in the classroom.

After, the introductory lesson, the teacher will have the children participate in a group forming activity. The children will form groups of four and brainstorm a group name. The teacher will positively reinforce the groups who are demonstrating forming groups quietly.

Evaluation: The teacher will reiterate the skills in forming groups quietly.

The teacher will vary student responses so several children are allowed to answer for the Cause-and-Effect Model.

The teacher will make sure students demonstrate forming groups quietly during the activity.

Appendix G

Lesson Three: Listening to the Speaker

Grade: Primary

Subject: Socialization

Objectives:

1. The students will discuss the importance of listening.
2. The students will create a T-Chart on what listening looks like and sounds like.
3. The students will demonstrate good listening through role-playing.

Procedure:

1. As a class, students will brainstorm the importance of listening. The teacher will record answers on a web. Then the teacher will ask, "What would happen if people did not listen to one another?"

2. Together the students will create a T-Chart showing what good listening "looks like" and "sounds like". The teacher will post the T-Chart in the classroom for a reminder.

3. The teacher will put several different sentence strips or picture cards in a basket. Each sentence strip or picture card will have a different listening scenario for the students to act out.

4. Volunteers will choose a sentence strip or picture card from the basket and act out for the class. Then the students will vote if the volunteers demonstrated good listening skills or bad listening skills.

5. Then the teacher will ask, "Why is it important to be a good listener?" "Let's remember these things when we are in school and at home."

Evaluation:

1. Did the students discuss the importance of listening?
2. Did the students create a T-Chart of what good listening "looks like" and "sounds like"?
3. Did the students demonstrate good listening through role-playing?

Appendix H

Lesson Four

Thinking for Yourself

Grade: Primary

Subject: Socialization

Objectives: Students will create their own T-shirts during an esteem building activity.
Students will discuss how differences can contribute to the classroom.

Procedure: The teacher will start the lesson by involving students in an activity designed to build self-esteem. Students will each be given a large piece of white construction paper with the outline of a T-shirt drawn on it. The teacher will then instruct the students to do the following with crayons.

- Draw a picture of your family in the center of the T-shirt.
- On the left sleeve of your T-shirt, draw your favorite foods.
- On the right sleeve of your T-shirt, draw symbols of your hobbies.
- Color the background of your T-shirt with your favorite color.

Emphasize the fact that all people are unique. Each student in the class is special in his/her own way. Though people do have similarities, their differences are what make the world more interesting. This classroom would be extremely boring if all students looked, acted, and thought the exact same things.

After students complete their T-shirts allow them to walk around the room to survey the T-shirts of their classmates. Tell them to try and remember something unique about each person.

Discuss with students what they observed by looking at the other T-shirts. Ask them what the classroom would be like if all students thought the same things and had the same opinions all the time. Explain to students that each of their ideas is valuable and worth sharing. Brainstorm with students a catchy saying that would remind them to "think for you." Hang a banner with this saying in the front of the classroom.

Evaluation: Did the students understand that differences make people unique?
Were the students successful in creating their own special T-shirt?
Did the class create a catchy slogan to help them remember the importance of "thinking for you"?